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ABSTRACT

This book is a guide for teachers that offers an approach to teaching based upon techniques and strategies for the stage. Performance theory is adapted for the non-actor. Using performance theory, an educator is shown how to transform ordinary classroom experiences into occasions that attract and engage the students. Case studies are used to illustrate techniques. Parallels are drawn between the classroom and the stage showing that both are essentially live performances where engagement and delivery are important. To those who reject the notion that instruction can be entertainment, the point is made that without engagement, there is no learning. Specific suggestions are made regarding lessons from the stage that can be applied to the traditional mainstays of teaching lecture and discussion. These lessons include ideas for engaging students fully and for challenging them to think, to consider new possibilities, and to develop new ideas. The role of energy, creativity, and spontaneity as essential qualities to the vitality of instruction are explored, again with ideas from the stage that can be applied in the classroom. There are also examples of exercises and scenes for study to provide material for practice. (Contains 99 references in an annotated bibliography.) (JLS)

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